

Inclusion Strategy Template

Inclusion Strategy – Manston Primary

This statement details our school's approach to delivering inclusive practice for all children, including those with SEND, funded by our core school budget (including the notional SEN budget) and the inclusive mainstream fund (IMF).

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026–27
Date this statement was published	July 2026
Date on which it will be reviewed	
Statement authorised by	Awaiting FGB Oct 26

Statement of intent

Number on Roll	211
IMF Allocation	£10,900
Primary Investment	NHS Speech & Language Therapy Service
Statement authorised by	Governing Board
Review Date	July 2027

At Manston Primary School, inclusion is central to our vision that every pupil can succeed, thrive and participate fully in school life. We believe that all teachers are teachers of pupils with additional needs and that high-quality teaching, supported by timely intervention, adaptive practice and strong partnerships with families provides the foundation for successful inclusion.

This strategy has been informed by our self-evaluation, SEND review, attainment, attendance, behaviour and safeguarding analysis, parent and pupil voice and specialist advice. The Inclusive Mainstream Fund complements—not replaces—the school's wider investment in inclusion. The school additionally funds a SENDCo, Assistant SENDCo, Safeguarding and Welfare Officer, Behaviour and Inclusion Officer, trained support staff, quality evidence-based interventions, local cluster membership and specialist services.

The £10,900 Inclusive Mainstream Fund contributes towards the commissioning of an NHS Speech and Language Therapist (0.5 day per week) and Speech and Language Therapy Assistant (1 day per fortnight). The annual contract value is £12,431, with the remaining £1,531 funded directly by the school. Speech, Language and Communication Needs are the school's most prevalent SEND need and communication underpins access to learning, behaviour, attendance, wellbeing and participation. The service also supports early identification of autism, social communication needs and wider neurodevelopmental differences, providing evidence for Funding for Inclusion applications, EHCP assessments and referrals to specialist services.

Leaders have prioritised investment in commissioned Speech and Language provision because early access to specialist advice can reduce delays in identifying needs, strengthen classroom practice and provide the evidence required to access wider specialist services. This investment reflects both the needs of the school's cohort and the wider challenges currently experienced across the SEND system, where demand for specialist assessment and support continues to increase.

The school operates within the wider Leeds SEND partnership and recognises the challenges identified through the recent Area SEND inspection and subsequent Leeds SEND Improvement Plan. These include increasing demand for specialist support, longer waiting times for assessment and diagnosis, pressures on health and education services, and the need for earlier intervention and stronger partnership working. Leaders have considered these factors when developing this strategy, ensuring that the school's inclusive offer focuses on early identification, evidence-based intervention and reducing barriers to learning wherever possible.

Barriers to learning and participation

This details the key barriers to learning and participation that we have identified amongst our pupils, necessitating inclusive universal approaches and targeted support

	Detail of barrier to learning <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i>
1	Speech, Language and Communication Needs are the largest area of identified SEND and affect access to literacy, mathematics, social interaction and emotional regulation.
As of July 26 13% of school cohort have SLCN identified. This equates to 52% of those on school SEN register	
2	Attendance, wellbeing, safeguarding and SEMH factors reduce readiness to learn for some pupils.

On entry Reception cohort ○ 17% pupils were not on track to achieve ELG3 – Self Regulation ○ 25% pupils were not on track to achieve ELG4 – Managing Self ○ 52% of pupils were not on track to achieve ELG10 – Word reading ○ 14% of pupils were not able to toilet independently when they joined school ○ 21% of pupils are on the NHS speech and language caseload, 3 of which have received ongoing provision through the year. ○ 20% of the pupils in the incoming Reception class have already received NHS speech and language support or have this ongoing. KS2 outcomes 2026 show that for PP and or SEND pupils attainment linked directly to higher outcomes.	
3	Some pupils require specialist assessment before wider services can be accessed; early identification is essential.
In the year 25/26, school has made use of access to IAT, Educational Psychologist, therapeutic support from EAIP, GIPSL, Mindmate and SALT • 2 SEND pupils have received consultation and 1:2 sessions with the East area Inclusion partnership • 1 SEND pupil has undergone a therapeutic assessment through GIPSL (Cluster service) • 2 SEND pupils have had direct received direct advice from EP • 5 SEND pupils receiving IAT advice • 32 SEND pupils with SALT plan under direction of traded SALT specialists • 7 SEND pupils referred for therapeutic support	
4	Some disadvantaged pupils experience multiple overlapping barriers to participation and achievement.
• Overlapping barriers (July 2026) ○ Of 60 PP pupils 16 (27%) are also SEN, receive top up funding ○ Of 47 SEN pupils 23 (49%) are also PP or receive top up funding • Attendance (as of Spring 2 26) ○ 12 PP pupils were PA, this represents 46.15% of total PAs ○ 14 SEND pupils were PA, this represents 53.85% of total PAs	

Activity in this academic year

What activities will we prioritise this academic year to alleviate the above barriers to learning and participation faced by pupils with additional needs and SEND.

In this context, ‘activity’ is a reporting term to help understand where funding has been allocated to build an inclusive core offer and does not indicate only targeted provision. Activity may address multiple barriers identified, particularly for improvements to your universal offer.

Description of activity <i>(noting evidence and barrier numbers addressed)</i>	Activity type <i>(whether it is universal or targeted)</i>	Total budgeted cost <i>(this should account for spend from IMF and core budget allocations)</i>	Rationale
Commission NHS Speech & Language Therapist and Therapy Assistant	Universal & Targeted	£12,431 (£10,900 IMF + £1,531 school)	Direct intervention, assessment, staff coaching, parent support, early identification, specialist referrals.
Addressing barriers: 1 (also contributes to 2,3,4)			
Adaptive teaching and implementation of therapist advice	Universal & Targeted	Core budget	Strengthen communication-friendly classrooms and Quality First Teaching.
Addressing barriers: 1 (also contributes to 2 and 4)			
Pastoral support through SGWO and Behaviour & Inclusion Officer	Universal & Targeted	Core budget	Improve attendance, wellbeing, safeguarding and readiness to learn.
Addressing barriers: 2 and 4			
Evidence-based interventions (Lexia, Alphabet Ark, ALK, keep-up support)	Targeted	Core budget	Address identified barriers promptly and prevent widening gaps.
Addressing barriers: 1 and 2			

Partnership working	Universal	Core budget	Cluster, Educational Psychology, IAT, health and family support.
Addressing barriers: 2,3,4			

Intended outcomes

This explains the clear, realistic outcomes we want our inclusive approaches to achieve **by the end of our inclusion strategy**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved communication and language	Assessment and classroom evidence demonstrate improved communication and curriculum access.
Earlier identification	Timely referrals and specialist support.
Improved attendance and wellbeing	SEND attendance shows upwards trends and communication-related behaviour incidents reduce over time (for individuals).
Improved parental confidence	Positive parent feedback and engagement in reviews. Measured through survey and contributions to SEND support.

Review of the previous academic year

To complete July 2027

Further information (optional)

This strategy should be read alongside the SEND Information Report, Teaching and Learning Policy, Foundational Skills Policy, Behaviour Policy, Accessibility Plan, Pupil Premium Strategy, School Development Plan and Leeds Whole School SEND Review.